DOCUMENT RESUME

ED 222 826 CG 016 294

AUTHOR Slimmer, Virginia M.
TITLE Being in the Right Place at the Right Time: Strategies for Employment.
PUB DATE Apr 82
NOTE 22p.; Paper presented at the Annual Conference of the National Association for Women Deans, Administrators, and Counselors (66th, Indianapolis, IN, March 31-April 3, 1982). Tables may be marginally legible.
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Characteristics; *Administrator Role; Administrators; Coping; *Employed Women; Higher Education; Interpersonal Relationship; *Job Satisfaction; *Occupational Aspiration; *Role Conflict; Sex Bias; Socialization

ABSTRACT

Although women are making inroads into administrative positions in higher education, discrimination still is evident. To establish guidelines for the woman newly entering the administrative field, achieving women in higher education were surveyed to provide insights into their characteristics and the strategies they employed to attain their positions. Data from the 70 questionnaires showed that the majority of the women were between age 36 and 50, single or separated, and held an advanced degree. The women not only had supportive relationships but also supported other professional women. They held a high self-concept and had set goals for their careers. The higher the income, the greater was the respondent's perception of satisfaction with her coping skills, academic preparation, and supportive relationships. The findings suggest specific guidelines that women aspiring to positions in higher education administration should follow. (JAC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED222826

BEING IN THE RIGHT PLACE AT THE RIGHT TIME:

STRATEGIES FOR EMPLOYMENT

BY

Virginia M. Slimmer, Ph.D.

Administrative Assistant to the Dean
Assistant Professor
College of Home Economics
Kansas State University
Manhattan, Kansas

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Virginia Slimmer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

at

The 1982 Conference of the National Association
for Women Deans, Administrators, & Counselors

Indianapolis, Indiana

March 31-April 3

CG 016294

BEING IN THE RIGHT PLACE AT THE RIGHT TIME:

STRATEGIES FOR EMPLOYMENT

Being qualified does not always mean that women can secure and maintain desired levels of administrative positions in higher education. Although women are making inroads in administration, discrimination, not always subtle, is evident. They are experiencing an arduous recovery from the social conditioning that their primary purpose in life is to manage a home and family. Ironically, the same management and interpersonal-relationship skills used by women in traditional roles can be applied to administrative positions, but society is still neglecting women as administrators in higher education. The axioms of "being in the right place at the right time" and "who you are, what you know, and whom you know" may expedite the process of career advancement to desired administrative positions--by using individual strategies for more visibility as the key to advancement.

Although affirmative action and other legislation have mandated incentives to hire women at all levels, the number of women at prestigious administrative levels in academic institutions remain negligible (Andruskiw & Howes, 1980; Benton, 1980; Howard & Downey, 1980). Statistical evidence from research on employed women verifies only that women have some access to administrative positions in higher education (Fisher-Thompson & Hall, 1981).

Purpose of Study

The social consciousness and awareness brought about by the women's movement has prompted women to look a new at self-perception patterns of

their professional potential. Realizing the attainment of goals is brought about by more than being highly qualified, women need to map their careers strategically. In this paper, I present research conducted on a selected population of well-qualified, achieving women in higher education to determine their characteristics and to provide insights to the strategies they employed to attain their present positions. This identification can help establish guidelines for the woman novice in the field of higher education.

The basic hypothesis underlying the research was that women seeking and securing employment at desired levels of administration in higher education devise and practice strategies to strengthen their chances for entry into positions, to ensure upward mobility, and to promote success. These strategies clustered into five major areas (supportive relationships, academic preparation, goals for career aspirations, coping skills, and frustrations of employment) are reviewed to provide background for understanding the study. The underlying premise to all five clusters was found to be social conditioning.

Social conditioning

The effects of socialization produce a value paradox for women achieving positions of equality in higher education. It is the prevailing attitude that a woman is to receive gratification by serving and caring for spouse and family. This attitude of altruism is perceived to be in conflict with characteristics (agressiveness, independence, competititiveness) viewed as needed for administrative positions. Women internalize these attitudes by viewing themselves as unfeminine and socially deviant if they even aspire to administrative roles.

The psychological inhibitors of male and female acculturation provide subtle discrimmination, the consequences of which are far more damaging because it is difficult ones finger on the cause. Bernard (1976) refers to the "stag effect" that has separated the turf of the male and female in the home, in social clubs, and in work areas--a concept that carries over into intellectual pursuits, thereby affecting women's professional roles. Although sexism extends to both the male and the female, under a societal definition stipulating what they can or cannot do, the sex-role stereotyping is more prohibitive with respect to the "do nots" for the woman.

Supportive relationships

Women are being given access to tenure-track faculty and administrative positions at a time when student population is declining, the economy is tightening, and the market is flooded with a glut of male academicians who started their professional careers in the education-impacted 1960s. Women with career interruptions for home and family are expected to compete for the open positions against this male-tenured faculty, who have a reservoir of professional productivity (research, grants, and publications). The male faculty members also have established a support system of mentors, role models, and networks. Being academically qualified does not provide women the key for achieving advancement in the hierarchy, if she still remains deficient in a strong support system.

Mentors provide essential components to the shaping of a protege's career and competencies, and they should not be underestimated. The mentor can provide contacts, make recommendations, promote career mobility for the new professional. Kanter (1977), in her study of corporations, identified

a mentor with power, stating that a mentor needed to be in a position to fight for the person; could help the person through the hierarchy; and could provide reflected power. Kanter concluded that if mentors are important for men in organizations, they are necessary for women.

The concept that a role model is a prerequisite for achieving administrative positions has been postulated (Speizer, 1981) but the traditional role model with her limited success in a career, does not serve the woman who aspires to academic leadership. Even more limited are the female role models who have achieved successful careers as well as a successful home and family life. Women without role models in administrative positions to emulate will limit their career aspirations.

The "old boy" network, a beneficial informal system of communication, provides men with information, social interactions, and the development of major support structures. Because of socialization, women are usually restricted from this male bastion and, until recently, have lacked their own female support system. Under the tutelage of experienced colleagues, the male protege was taught the "ropes" of the profession, given introductions to the elite hierarchy, provided personal recommendations, and solicited for job opportunities. Exclusion from this informal "grapevine" creates communication barriers, obstructs interpersonal support, and reduces the visibility of the talents and skills for the aspiring woman.

Academic preparation

The woman administrator is expected to do her job better than her male colleague (Cummings, 1980); therefore, it is stressed that she must develop skills and competencies that will indicate the expected abilities of leadership. Educational credentials, with the terminal degree, provide

the most visible evidence of competency.

Career aspirations

The title "second struggle" has been given to the efforts of women to move into administrative positions (Moore & Sagaria, 1981). The career sequence for the male professional shows degree completion, faculty status, professional and scholarly productivity. Should the career path of the woman differ significantly? The all-important entry credentials of scholarly achievement and tenured faculty status do not give the preparation needed for top administrative positions, but they do provide visibility; hence, they are a vehicle of eligibility for advancement. Professional advancement, more than just academic preparation and hard work, requires strategic planning. The first step of a career plan for the professional novice is the thorough and careful analysis of "where you are now, where you want to go, and the steps needed to get there" (Hays, 1978; Holt, 1981). Periodic assessment of progress, maintaining goal orientation, will help one recognize opportunities to enhance goal achievement.

Frustrations of employment

Even the most highly polished and sophisticated career path will not finalize acquisition of desired positions until the barriers of socialization and tradition have been overcome (Picker, 1980). A common barrier labeled "avoidance syndrome" threatens the career of the woman combining the roles of wife, mother, and professional. Women with family responsibilities often can not, do not, or will not aspire to high professional expectations. Even though marital status and parental responsibilities are becoming less salient, the woman still bears the major responsibility of

the parental role (Amatea & Cross, 1981; Degler, 1981; Slimmer, 1980; Villadsen & Tack, 1981). The difficult choice that the professional woman must make between her career and family is only one barrier for the married or the single-parent woman. The assumptions that women will marry and have children, discontinuing or interrupting their education and/or employment, produce negative attitudes by academia toward the encouragement and selection of women to be groomed for leadership roles.

Psychological and socialogical factors condition women to accept nonleadership roles and discourage them from being high achievers; therefore, their career expectations generally are lower than those of males. Women aspiring to top-level administrative roles must strive to overcome career paranoia of setting their goals too high, so as to convince themselves they can achieve.

Coping skills

Perhaps the best "coping" skills women can employ are to recognize and to have confidence in their own administrative ability, thereby identifying with a positive self-concept. Women in administrative positions, extremely visible, will feel internal pressures to be superwomen without error. Stress is compounded by pressures of personal and/or professional life and only the extra-ordinarily energetic women make it to the top because of the demanding schedule. Coping strategies--including clarification of goals, a high self-concept backed by a support system, adequate qualifications and skills, and the ability to relieve pressures through humor--are delineated by other researchers (Amatea & Cross, 1981; Gordon & Ball, 1977; Scott, 1979; Ten Elshof & Tomlinson, 1981).

DISCUSSION

Career advancement for women considering administrative positions requires that they actively market their skills, abilities, and growth aspirations (Burack, Albrecht, & Seitler, 1980). Their track records, however great, unless promoted will not be noticed. At the same time, women, walk a fine line between being classified as pushy, agressive females and knowledgeable, competent professionals. That being so, it is important for the female to look toward other successful women for the appropriate strategies. The astute woman aspiring to a high administrative position will not use all the possible strategies, but she will pick and choose, developing those that are compatible with her attitudes and values. The novice can pattern her career plan on strategies that have been successful for others. The research presented in my paper delves into the characteristics of women in higher education and the strategies they have used to reach their present positions.

Methodology

Data sources specificially selected for my study were identified and defined as participants attending an August 1981 midwestern conference for women in higher education. From sampling the entire population of 104 women, 70 returned questionnaires met the criteria of usability and represented a response rate of 86.8%. The items for the questionnaire, Women in Higher Education: Characteristics and Employment Strategies (WCES), were developed after I had reviewed pertinent literature. The instrument I used was evaluated for construct and content validity by a jury of professional educators and test-construction experts. From their input, I modified certain items.

The final questionnaire consisted of sixty Thurstone-type strategies and twenty check-response or rank-order items relating to academic, career, and personal information.

The respondents ranged in age from the early 20s to the late 50s, the majority (61.5%) reporting ages between 36 and 50. Regarding marital status, 28 (40.0%) were single, 24 (34.3%) were married, and 18 (25.7%) were divorced or separated. Twenty of the respondents indicated responsibility for children under 18 years old. Twenty-seven (38.6%) held a doctorate, 30 (42.9%) a master's degree, 2 (2.9%) a professional degree, and 9 (12.9%) a bachelor's at the time of the survey; six volunteered the information that advanced degrees were in progress. Only one respondent employed in higher education had less than a bachelor's degree.

Forty-eight (68.6%) respondents held positions classified as administrative (i.e., department chairman, director of women's center, associate dean of students, assistant to the provost, administrative assistant; of those, 28 indicated that they spent part of their time teaching or doing research. Gross modal income from only their employment was from twenty to twenty-five thousand dollars. Twenty (28.6%) had been employed less than five years in higher education; 45 (64.3%) from 6 to 20 years; four, for more than 21 years; and one respondent was unemployed. Compared with their male counterpart of the same ages, the women had been employed for fewer years.

Pearson product-moment correlation coefficients and multiple regression (stepwise and hierarchical) were the statistical techniques used to assess the extent of interrelatedness between the variables of respondent

characteristics (personal and career) and the variables of attitudes and strategies of the respondents. In this study, multiple regression was used as a decriptive tool, neither implying or assuming cause or effect. A probability level of 0.05 for testing significance was used through out the study.

In preparation for further refinement of the instrument, a factor analysis was run to explore and detect patterning for the strategy and motivation variables, thus revealing new concepts. Information derived from the factor analysis is available in another article (Slimmer, 1982).

Results

An examination of the means and standard deviations for strategies employed by women revealed that the satisfactions were high overall. From the academic preparation cluster, 58 percent of the respondents indicated they were satisfied they were capable of assuming leadership. Items scoring highest means were: well qualified for administrative positions; and consider myself up-to-date and well informed about pertinent issues. A strategy that rated low was mastered math skills needed for administrative employment. That dissatisfaction with math skills agreed with findings from other research (Brocklehurst, 1979; Tobias, 1978).

Comparing means in the supportive relationship cluster resulted in highest ratings for the following strategies: encourage other women to be willing to take the risk of getting into administration; publicize the admirable traits of women administrators in my area; if married, have a cooperative husband; and have a supportive relationship. These ratings indicates that the women not only had supportive relationships, but also supported other professional women.

The strategies with the highest satisfaction ratings in the cluster for goal aspirations indicated that the respondents had a high self-concept and had set goals for their careers. It was noted that many of the respondents had not mapped out their professional environment to determine where and who were the "real" decision makers that were significant for them. Another low satisfaction was indicated in professional productivity of research, grants, and publications. Significant positive correlations between the variables of age and years in higher ecucation and productivity indicated that the older a woman was and longer she had been employed, the more satisfied she was with her professional productivity (see Table 4).

Low means for frustrations for women as they secured and maintained employment in higher education provides substantiating evidence for the high means in the coping skills cluster. High satisfaction was found for these strategies: assertive, when necessary; believe in myself; have a sense of humor; formed a coalition where I am employed; have a high level of creative energy; and have good physical health. That lends credence to postulations by other writers regarding the need for developing coping skills to alleviate stress. Significant negative correlations evidenced that the higher the degree and income she had, the longer her employment, the older her age, and the higher her level of self-actualization motivation, the lower was the frustration experienced by the woman seeking employment.

An interesting phenomenon of the study was the relationship of income and level (type) of motivation. Although more respondents indicated self-actualization (n=20; 28.6%) than idicated economics as the motivation for beginning their career, the income variable evidenced more positive and higher correlations (see Table 5) than did any other variable, indicating

that the higher the income, the greater was respondent's perception of satisfaction with her coping skills, academic preparation, and supportive relationships (and vice versa). High negative correlations were indicated between income and frustration strategies.

Fifteen percent of the women who were, or had been, married indicated careers were started before marriage. Another 15.9% inidcated their careers were started after all children had started to elementary school. Thirty-six (51.4%) revealed that the personal role was the one that would take the "back seat" when time constraints forced establishing priorities. Thirteen percent of the married, divorced, or separated indicated that the role of wife or mate would take, or had taken, the back seat.

The ranking of the three most important reasons that motivated the women to begin their careers indicated that self-actualization was the most important; life style (needed money to live the life style desired), the second most important; and economics (needed money to meet financial demands of home and family), the third most important. The questionnaire also included items of time motivation (too much free time; and depressed, bored with being full-time-wife and/or mother), but preliminary examination of the means and standard deviations indicated that so few respondents ranked 'time' items as reasons for motivation that no further analysis was needed.

Correlations between the rankings for axioms (who you are, what you know, and whom you know) as related to securing their present position, -- and the individual strategies revealed that little relationship existed (see Table 6). I recommend that further research be conducted on the axioms either to verify or to refute this lack of relationship.

In summary, data were collected, from a specifically selected group attending a conference, to determine the characteristics of women in higher education and their strategies for employment. Although several hypotheses were generated, the basic one underlying the research was that women seeking and securing employment at desired levels of higher education devise and practice strategies to strengthen their chances and entry into positions, to ensure upward mobility, and to promote success. A multivariate analysis of the variables of characteristics, attitudes, and strategies gave evidence there were some relationships. Differences in background and values among the subjects, levels of self-perception, and definition of terms used in the instrument could have contributed to the lack of additional statistically significant findings. Because these findings were from a specific population, generalizations from the data to other populations should be made cautiously. Verification from the data also parallels findings from other studies.

Based on my research, and collated with the findings from other research, the following strategies are postulated as guidelines for the aspiring novice in higher education:

- Choose a mentor. A very important person! Choose this person carefully. A mentor should have power and a good self-concept. Mentors may be male or female; best of all, choose one of each.
- Serve as a mentor. If women are to survive in higher education, it is our responsibility to be mentors and role models; we cannot afford to be Queen Bees.
- Develop networks. Association with other women is essential for mutual support; association with persons from one's own area provides dissemination of significant information in the profession.

- Learn by observation. Role models are an important aspect for the aspiring woman. Female role models are limited. Behavior may have to be patterned after males.

- Obtain a terminal degree. A must in any discipline, it provides more visibility than does any other educational credential.

- Develop administrative skills. Academic preparation provides expertise and confidence in your ability. Search out management courses and enroll.

- Develop skills and competencies. Communication skills (oral and written), knowledge of the budgetary process, decision making abilities, and leadership qualities will expedite advancement. These skills are not gender-based.

- Do your homework. Know how things work, study the institution, recognizing its superior qualities as well as its problems. Keep up-to-date not only with what is happening on campus, but also with the world beyond.

- Go beyond the classroom. Be a critical, curious scholar and a voracious reader. Wonder why, then research to determine why.

- Establish a leadership style. Allow flexibility, fitting the style to the situation. Allow for growth for yourself, and encourage those under you to grow.

- Clarify goals. Know where you want to go: develop a career path. To borrow from David Campbell (1974), "If you don't know where you're going, you'll probably end up somewhere--else."

- Know the value of power. Develop the ability and the willingness to use power. One key to power is knowing when to back off. Power relationships and politics are important components of the hierarchy.

- Build coalition(s). One does not advance in a vacuum. Understand the formal and informal power structure of the institution, and make it work to your advantage.

- Promote yourself (and others). Pursue opportunities that will provide visibility of competencies. Publicize the admirable traits of women administrators in your area.

- Build a scholarly reputation. Professional productivity provides eligibility for awarding of promotions, tenure, and salary increases.

- Enhance self-concept. Of vital importance is to believe in yourself; if you don't--no one else will either.

- Allow time for relaxation. To maintain the high energy level needed for administration, alleviate stress by taking time for leisure and relaxation to prevent burn-out.

- Evaluate harassment. Chauvinists are a fact of life--remember people cannot change overnight; don't expend valuable time and energy fighting all forms of harassment. Know when to fight, and know when to let it "run off."

- Resolve role conflicts. Priorities for spouse and family, personal, and professional time will need to be established, most often, at the cost of each other. A cooperative, understanding spouse is imperative.

- Stay honest with yourself. Integrity, providing tangible (others will believe in you, giving support to your cause) and intangible (you can believe in yourself) rewards, promotes credibility.

One respondent summed the motivational factor in the attitude of the new woman by writing "...it was a given. I....always expected to have a career--it was part of a full life." It is this attitude that requires more and more research on women in higher education to find those women who can provide substance for guidelines for the woman aspiring to administration. Evidence from women who are successfully gaining inroads into the hierarchy of administration will help eradicate the mind set of the negative self-concepts produced by acculturation. Strategies used by those highly qualified women, on when and how to successfully present oneself, could provide the key for career advancement. Women, themselves, must take it as their responsibility to be women of vision--a vision that includes women in the elite positions of the hierarchy in higher education.

REFERENCES

Amatea, E. S., & Cross, E. G. Competing worlds, competing standards: Personal control for the professional career woman, wife, and mother. Journal of the National Association for Women Deans, Administrators, and Counselors, 1981, 44(2), 3-10.

Andruskiw, O., & Howes, N. J. Dispelling a myth. Journal of Higher Education, 1980, 51(5), 475-495.

Benton, S. Y. Women administrators for the 1980s: A new breed. Journal of the National Association for Women Deans, Administrators, and Counselors, 1980, 43(4), 3-8.

Bernard, J. Where are we now? Some thoughts on the current scene. Psychology of Women Quarterly, 1976, 1(1), 21-37.

Brocklehurst, N. Women and math: Overcoming avoidance. College Board Review, No. 111, 1979, 22-23, 33.

Burack, E. H., Albrecht, M., & Seitler, H. Growing, a woman's guide to career satisfaction. Belmont, California: Lifetime Learning Publications, 1980.

Campbell, D. If you don't where you're going, you'll probably end up somewhere--else. Niles, Illinois: Argus Communications, 1974.

Combs, J. M., & Tober, E. L. Vocational role models of college women. Journal of the National Association for Women Deans, Administrators, and Counselors, 1980, 44(1), 33-38.

Cummings, N. P. Women in higher education administration. In M. C. Berry (Ed.), Women in Higher Education Administration: A Book of Readings. Washington, D.C.: National Association for Women Deans, Administrators, and Counselors, 1979.

Degler, C. N. Can we reconcile the demands of family and women's individuality? National Forum, 1981, 61(4), 22-23.

Fisher-Thompson, J., & Hall, R. M. Fostering educational equity: A new challenge for the states. Compact, 1981.

Gordon, R. S., & Ball, P. G. Survival dynamics for women in educational administration. Paper presented to Bryn Mawr/HERS Summer Institute for Women in Higher Education Administration, July 1978.

Holt, M. E. Strategies for the "ascent of woman" in higher education administration in the 80s. Journal of the National Association of Women Deans, Administrators, and Counselors, 1981, 44(3), 21-24.

Howard, S., & Downey, P. Turning job burnout into self-renewal. Educational Horizons, 1980, 58(3), 129-30.

Kanter, R. M. Men and women of the corporation. New York: Basic Books, 1977.

Moore, K. M., & Sagaria, M. A. Women administrators and mobility: The second struggle. Journal of the National Association for Women Deans, Administrators, and Counselors, 1981, 44(2), 21-28.

Picker, A. M. Female educational administrators: Coping in a basically male environment, Educational Horizons, 1980, 58(3), 131-33.

Scott, P. B. Moving up in institutional hierarchy: Some suggestions for young minority and women professionals from the notebook of a novice. Journal of the National Association for Women Deans, Administrators, and Counselors, 1979, 43(2), 34-39.

Slimmer, V. M. Women as administrators in higher education. Unpublished paper, Iowa State University, 1980.

Slimmer, V. M. Development of an instrument to measure strategies toward employment by women in higher education. In preparation, 1982.

Speizer, J. J. Role models, mentors, and sponsors: The elusive concepts. Signs: Journal of Women in Culture and Society, 1981, 6(4), 692-712.

Ten Elshof, A., & Tomlinson, E. Alleviating stress for women administrators. Journal of the National Association for Women Deans, Administrators, and Counselors, 1981, 44(2), 37-41.

Tobias, S. Overcoming math anxiety. New York: W. W. Norton and Company, Inc., 1978.

Villadsen, A. W., & Tack, M. W. Combining home and career responsibilities: The methods used by women executives in higher education. Journal of the National Association of Women Deans, Administrators, and Counselors, 1981, 45(1), 20-25.

Table 1. Multiple regression of clusters of strategies employed by women in higher education.

Dependent variable: Economics Motivation (n=70)

Indpendent variables	R	r^2	r	Std. e	F
Supportive relationships	0.13	0.02	-0.13	0.64	1.18
Academic preparation	0.23	0.05	-0.23	0.63	3.67
Career aspirations	0.17	0.03	-0.18	0.64	2.14
Coping skills	0.23	0.05	-0.14	0.63	1.91
Frustrations	0.20	0.06	0.10	0.63	2.08

[1] $\alpha = 0.05$

Table 2. Multiple regression of clusters of strategies employed by women in higher education.

Dependent variable: Self-actualization motivation (n=70)

Independent variables	R	r^2	r	Std. e	F
Supportive relationships	0.21	0.04	0.01	0.93	1.48
Academic preparation	0.20	0.04	0.20	0.93	2.89
Career aspirations	0.03	0.00	0.05	0.95	0.18
Coping skills	0.21	0.04	0.05	0.93	1.48
Frustrations	0.21	0.04	-0.09	0.93	1.51

[1] $\alpha = 0.05$

Table 3. Correlations among independent variables in clusters (n=70)

Variables	Supportive Relationships	Academic Preparation	Career Aspirations	Coping Skills	Frustrations	Age
Supportive relationships	1.00	.23	.26	.26	-.27	-.02
Academic preparation		1.00	.44	.42	-.05	-.44
Career aspirations			1.00	.43	-.13	-.18
Coping skills				1.00	-.27	-.10
Frustrations					1.00	-.22
Age						1.00

[1] $\alpha = 0.05$

Table 4. Pearson product moment correlation coefficients (r) between personal/career characteristics and strategies.[1]

Strategies		Variables						
		Age	Income	Degree	Whose Occupation	Years	Self Actual	Economics
43.	feel my potentials and ambitions are congruent	-.10	.43*	-.15	-.25	-.36	-.21	.08
44.	capable of assuming leadership	-.14	.52*	-.16	-.18	.27	.12	-.05
47.	husband/mate's career adversely influenced decisions regarding my employment	.20	.19	-.03	.35*	.06	.16	-.10
49.	consider my professional productivity (grants, publications, papers)	.04	-.02	.12	-.21	-.46*	-.24	.11
51.	key person who had a major influence on my decision about education, work, or other activities	.12	.01	.13	-.17	-.13	-.05	.09
52.	well-qualified for administrative positions	-.18	.54*	-.11	-.20	.27	.08	-.04
54.	experienced frustration in applying for employment	-.57*	-.50*	-.30*	.07	-.50*	-.29*	.13
57.	publicize the admirable traits of women administrators in my areas	.06	-.01	.05	.06	-.01	.34*	-.31*
60.	believe in myself	.26	.47*	-.11	.11	.24	-.04	-.03
68.	consider myself still feminine	.42	.11	.24	-.08	-.06	-.28	.09
72.	have a sense of humor	.05	.44*	-.06	-.10	.10	-.06	-.11
74.	mastered math skills needed for administrative employment	-.39*	-.13	-.04	.03	.06	.17	-.05
78.	have a high level of creative energy	-.21	.31	.20	-.42*	.04	.08	.01
83.	if married, have a cooperative husband	-.32*	.02	.04	-.11	-.18	-.11	.17
84.	pursue opportunites in which to demonstrate my competencies	-.31	.17	.08	-.32*	-.19	-.15	.01
89.	have a professional supportive relationships(s)	-.22	-.25	.05	-.08	-.31	-.21	.11
90.	my training in organizational skills	-.27	.16	.02	-.40*	.05	-.10	.12
91.	have a conflict between my professional and family roles	-.26	-.23	-.15	.13	-.35	.01	.08
94.	mapped-out my professional environment to determine who and where are significant people	.03	.27	.01	-.15	-.07	-.29*	.19
98.	have a low self-image	.21	-.35	-.13	.12	-.09	-.07	-.06

[1]Twenty strategies with highest $\bar{Y}$'s.

* $\alpha = 0.05$

Table 5. Pearson product moment correlation coefficient between income and strategies.

	r	
41.	.06	aware of my ambitions
42.	.32	aware of my potential
43.	.43[2]	feel my potentials and ambitions are congruent
44.	.52[2]	capable of assuming leadership
45.	.33	see myself as being professionally competitive with males
46.	.34	see myself as being professionally competitive with females
47.	.19	husband/mate's career adversely influenced decisions regarding my employment
48.	-.20	husband/mate's attitude influenced decisions regarding my employment
49.	-.02	consider my professional productivity (grants, publications, papers)
50.	-.52[1]	parents or other relatives (children) needs adversely influenced my decisions regarding employment
51.	.01	key person who had a major influence on my decision about education, work, or other
52.	.54[2]	well-qualified for administrative positions
53.	.28	set a goal of securing a desired administrative position
54.	-.22	experienced frustration in applying for employment
55.	-.22	consider my graduate gradepoint average
56.	.54[2]	encourage other women to be willing to take the risk of getting into administration
57.	.39[2]	publicize the admirable traits of women administrators in my area
58.	.02	consider my undergraduate gradepoint average
59.	.56[2]	assertive, when necessary
60.	.47[2]	believe in myself
61.	.46[2]	a mentor for another female
62.	.35[2]	a mentor for a male
63.	-.08	major professor(s) for master's level was (or is) a role model for my professional career
64.	-.37[1]	anxiety and ambivalence about my success
65.	-.12	mother was (or is) a role model for employment
66.	.14	consider myself to have high needs
67.	.47[2]	engage in a willingness to take risks
68.	.11	consider myself still feminine
69.	.23	consider myself up-to-date and well-informed about pertinent issues
70.	-.04	consider myself a curious scholar
71.	.27	store details in my head
72.	.44[2]	have a sense of humor
73.	.29	formed a coalition where I am employed
74.	-.13	have a negative attitude toward men in the hierarchies
75.	-.18	father was (or is) a role model for employment
76.	.18	mastered math skills needed for administrative employment
77.	.49[2]	consider my professional service (e.g., offices held; served on committees; editorial)
78.	.31	have a high level of energy
79.	.19	have good physical health
80.	.03	my training (or courses) in employment strategies
81.	.1[illegible]	have public speaking skills
82.	-.03	provide time for relaxation
83.	.02	if married, have a cooperative husband/mate
84.	.17	pursue opportunities in which to demonstrate my competencies
85.	-.35	failure of recognizing my own accomplishments
86.	.06	'cry' victimized when I have been discrimmated against
87.	.02	been a victim of discrimmation
88.	-.25	major professor(s) for doctoral level was (or is) a role model for my professional career
89.	.19	have a professional supportive relationship(s)
90.	.16	my training in organizational skills
91.	-.22	have a conflict between my professional and family roles
92.	.11	have an effective way of dealing with frustrations
93.	.12	developed a new hobby or interest within the past three years
94.	.27	mapped-out my professional environment to determine who and where are the significant people
95.	.12	have a clearly defined and written job description
96.	.38[2]	learned to evaluate objectively
97.	.43[2]	consider myself dynamic
98.	-.35[1]	have a low self-image
99.	.06	prestige of the institution granting my doctoral degree
100.	-.20	dissatisfaction with present position

[1] $\alpha = 0.05$

[2]Variables with a significant positive correlation coefficient

[1]Variables with a significant negative correlation coefficient

Table 6. Pearson product moment correlation coefficients between axioms and strategies.[1]

Strategies		Axioms		
		Who you know	Who you are	What you know
44.	capable of assuming leadership	-.29		
45.	see myself as being professionally competitive	-.29	.28	
47.	husband/mate's career adversely influenced decisions regarding my employment	-.28		
49.	consider my professional productivity (grants, publications, papers)	-.35		.33
50.	parents or other relatives (children) needs adversely influenced decisions regarding employment	.27		
55.	consider my graduate gradepoint average	-.43*		.31
57.	publicize the admirable traits of women administrators in my area		-.39*	.38*
58.	consider my undergraduate gradepoint average	-.29		.27
60.	believe in myself			.31
63.	mother was (or is) a role model for employment	-.49*	.58*	
67.	engage in a willingness to take risks		-.43*	
69.	consider myself up-to-date and well-informed about pertinent issues	-.28		
72.	have a sense of humor			.32
73.	formed a coalition where I am employed	-.52*	.26	.32
76.	mastered math skills needed for administrative employment	-.48*	.39*	
81.	have public speaking skills		-.49*	.48*
85.	failure of recognizing my own accomplishments		.33	
86.	'cry' victimized when I have been discriminated against		.28	
87.	been a victim of discrimination in employment		-.28	.51*
88.	major professor(s) for doctoral level was (or is) a role model for my professional career		.32	-.34
89.	have a professional supportive relationship(s)			.33
92.	have an effective way of dealing with frustrations		.27	
93.	developed a new hobby or interest within the past three years		-.35	.40*
95.	have a clearly defined and written job description	.34		-.39*
97.	consider myself dynamic	.28		-.48*
99.	prestige of the institution granting my doctoral degree	.30		
100.	dissatisfaction with present position		.29	-.36*

[1]Correlation coefficients < .25

* $\alpha = 0.05$